

RESET Advanced Decoding and Word Analysis

SCORING
 3 Implemented
 2+
 2 Partially Implemented
 2-
 1 Not Implemented

		3	2+	2	2-	1	Score	Explanation
Systematic Instruction	1	Skills are taught in a logical, clearly defined, graduated sequence throughout the lesson.		Skills are taught in a somewhat logical, clearly defined, graduated sequence throughout the lesson.		Skills are not taught in a logical, clearly defined, graduated sequence; instruction is incidental.		
	2	The teacher provides a focused review of word reading skills and/or strategies.		The teacher provides a review, but the review is limited or lacking in focus.		The teacher does not provide a review.		
	3	The teacher uses effective routines with appropriate pacing.		The teacher uses routines that are somewhat effective AND/OR not always paced appropriately.		The teacher does not use effective routines throughout instruction, OR pacing negatively impacts learning.		
Word Reading Skills and Strategies	4	The teacher provides clear and sufficient examples and explanations of subword skills (letter/sound combinations, affixes, syllable, spelling patterns).		The teacher provides examples and explanations of subword skills that are not always clear or sufficient.		The teacher does not provide clear and sufficient examples and explanations of subword skills.		

5	The teacher engages all students in the rehearsal of target subword skills with an emphasis on accurate articulation.	The teacher engages some but not all students in the rehearsal of target subword skills OR does not sufficiently emphasize accurate articulation.	The teacher does not engage students in the rehearsal of target subword skills with an emphasis on accurate articulation OR allows for inaccurate articulation.	
6	Strategies for decoding multisyllabic words based on the principles of syllabication and/or morphology are used systematically throughout the lesson.	Strategies for decoding multisyllabic words based on the principles of syllabication and/or morphology are used, but a more systematic approach is needed throughout the lesson.	Strategies for decoding multisyllabic words based on the principles of syllabication and/or morphology are not used (i.e., phoneme/grapheme level only), OR there is not a systematic strategy for reading multisyllabic words.	
7	The teacher clearly and sufficiently models and explains word division and word reading strategies as needed to scaffold learning.	The teacher models and explains word division and word reading strategies to scaffold learning but not always clearly or sufficiently.	The teacher does not model and explain word division and word reading strategies as needed to scaffold learning.	
8	The teacher provides students with adequate practice aligned with the target skills and strategies.	The teacher provides students with somewhat adequate practice aligned with the target skills and strategies.	The teacher provides students with inadequate practice aligned with the target skills and strategies.	

	9	When a word is segmented, the teacher consistently ensures the word is also read as a whole word at the normal rate.	When a word is segmented, the teacher inconsistently ensures the word is also read as a whole word at the normal rate.	When a word is segmented, the teacher does not ensure the word is also read as a whole word at the normal rate OR, words are not segmented.		
Morphology	10	The teacher intentionally integrates word reading with word knowledge (e.g., grammatical, semantic elements, clear connections between words with morphological relationships).	The teacher integrates some word reading with word knowledge but not intentionally OR, important opportunities are missed.	The teacher does not integrate word reading with word knowledge.		
	11	The teacher clearly explains the meaning and function of morphemes within the context of target words.	The teacher explains the meaning and function of morphemes within the context of target words but not always clearly.	The teacher does not explain the meaning and function of morphemes within the context of target words.		
Encoding	12	The teacher engages all students in encoding exercises designed to explicitly reinforce multisyllabic word reading skills and strategies.	The teacher engages all students in encoding exercises that are not aligned with the target skills, OR the teacher does not explicitly reinforce multisyllabic word reading skills and strategies.	The teacher does not engage all students in encoding exercises.		

Reading Text	13	The teacher provides sufficient opportunities for all students to practice skills and strategies in the context of connected text (phrases, sentences, passages) aligned with their instructional level.	The teacher provides limited opportunities for all students to practice skills and strategies in the context of connected text.	The teacher does not provide students with the opportunity to read connected text OR, text is not appropriately aligned with instructional level.	
Monitoring and Feedback	14	The teacher effectively uses prompts, cues, and/or memory techniques that encourage students to monitor their own application of word reading skills and strategies.	The teacher does not effectively use prompts, cues, and/or memory techniques that encourage students to monitor their own application of word reading skills and strategies.	The teacher does not use prompts, cues, and/or memory techniques that encourage students to monitor their own application of word reading skills and strategies.	
	15	Throughout the lesson the teacher provides affirmative and corrective feedback that consistently reinforces the application of word reading strategies or word knowledge.	Throughout the lesson the teacher provides some affirmative and/or corrective feedback reinforcing the application of word reading strategies or word knowledge but more is needed.	Throughout the lesson the teacher does not provide affirmative and/or corrective feedback reinforcing the application of word reading strategies or word knowledge.	
	16	When errors are detected, the teacher consistently elicits the correct response from the student throughout the lesson.	When errors are detected, the teacher inconsistently elicits the correct response from the student throughout the lesson.	When errors are detected, the teacher does not elicit the correct response from the student throughout the lesson.	

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